

[illegible]



Issue: Families have many different school options, including neighborhood schools, magnets, Schools for Advanced Studies, affiliated charters and schools with dual language programs.

A significant number of families are not using the Unified Enrollment tool, which means they may be unaware of the many school options available to them. In addition, the tool only allows families and students to submit an application, not actually enroll in the school.

Solution: Continue community outreach efforts to ensure more families are made aware of available school options and the simplified application process. Continue to expand UE to include other type of schools. Explore simplifying the actual enrollment process into schools and making it an online process.

- Families will be able to learn more about all school options available in Los Angeles Unified, including their local neighborhood schools
- Provides a simple, equitable, and accessible application process for multiple Choices programs

Budget: Phase I: \$16.7 million in bonds funds were appropriated in July 2017 for systems development, project team, change management, etc., and \$1.2 million in one-time general funds for marketing materials, translations, etc.
Phase II: \$556,000 in one-time general funds will be used for marketing collateral materials, translations, etc. Project bond fund savings from Phase I will be used to carryout Phase II.

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Issue: Family and community involvement is important to the success of students and schools. However, Los Angeles Unified policies can make it difficult for families to volunteer and support schools.

In addition, when families contact Los Angeles Unified with concerns or questions about schools, the issues are not always resolved in a timely manner. There is currently no tracking system to know whether the matter was resolved or how long it took to resolve it.

Solution: Continue to remove barriers to make it easier for family and community members, PTOs, PTAs and booster clubs to better support schools. Improve process by incorporating an online component to improve tracking of applications. Make bulletins easier to understand and use common-sense reforms to allow parents groups direct access to support students.

Implement a tracking system to better monitor requests and ensure issues are resolved in a timely manner.

- More families, community members, PTOs, PTAs and booster clubs are getting involved and supporting the needs of local schools.
- Families and other community stakeholders will receive better and more timely service.

Budget: \$140,000 for new staff; \$210,000 to restore positions needed to support the help desks

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Issue: Los Angeles Unified serves communities across over 700 square miles with very different needs. Los Angeles Unified is divided into six smaller local districts (80,000+ students in each) that are still larger than nearly every other district in the state. Given the varying needs across schools and communities, a more localized and integrated approach is needed to provide better support.

Benefits:

- Greater focus on teaching and learning to improve student outcomes
- Increased support for students as they continue academic programs and transition from elementary to middle school and from middle to high school
- Stronger community relationships

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| Project Lead: | David Kooper, Senior Director / Dr. David Baca, Director, District Redesign |
| Launching Time: | July 2019 |
| Budget: | Cost Neutral |

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Issue: Schools, teachers, educators and families need to see a complete picture of schools and their progress. The California School Dashboard does not provide information on student growth over time and more information – including school culture, parent engagement, and health of students – is needed to see a complete picture of schools.

Solution: Develop a comprehensive, easy-to-use guide (School Performance Framework) to provide families, communities and educators with a more complete picture of all schools in Los Angeles Unified. This work is being done in collaboration with the California Office to Reform Education (CORE) and may be adopted by other school districts in California.

- Track student and school growth over time
- Provide more information than is in California School Dashboard, which includes graduation rates, college readiness, attendance, suspension rates
- Better information on school culture-climate, student health and parent engagement.
- Complete and comprehensible way to assess and track overall school progress that will guide targeted supports to ensure continuous improvement for all students and schools.

Budget: Existing staff resources

| | | | 2019 | | | | | | | | | | | |
|---|----------|---------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| MAJOR MILESTONES | START | END | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sept | Oct | Nov | Dec |
| Finalize metrics | 12/15/18 | 1/15/19 | In Progress | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review |
| Develop Request for Proposal (RFP) and partnerships, and send RFP | 12/15/18 | 2/15/19 | In Progress | In Progress | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review |
| Conduct simulations, get feedback, finalize draft | 1/16/19 | 2/15/19 | In Progress | In Progress | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review |
| Final decision on prototype w/full documentation | 2/18/19 | 4/30/19 | Pending Review | In Progress | In Progress | In Progress | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review |
| Select partner and conduct project design | 2/18/19 | 4/30/19 | Pending Review | In Progress | In Progress | In Progress | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review |
| Integrate L.A. Unified charters into California Office to Reform Education (CORE) Data System | 4/1/19 | 6/15/19 | Pending Review | Pending Review | Pending Review | In Progress | In Progress | In Progress | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review |
| Prototype soft launch | 5/15/19 | 8/31/19 | Pending Review | Pending Review | Pending Review | Pending Review | In Progress | In Progress | In Progress | In Progress | Pending Review | Pending Review | Pending Review | Pending Review |
| Engineer new design and plan launch | 7/1/19 | 7/31/19 | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review | In Progress | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review |
| Public launch of school performance framework | 8/15/19 | 9/15/19 | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review | Pending Review | In Progress | In Progress | Pending Review | Pending Review | Pending Review |



Issue: Funding sources and specialization of services are driving how some student support and counseling services are being provided. During any given school year, some students may be served by multiple counselors who are assigned to support one of the following specialized programs:

- Solution:** Train counselors and psychiatric social workers on all specialized programs so that they can serve as generalist counselors, making sure students are consistently supported by one person who can meet their social and emotional needs regardless of their circumstance or situation.

Benefits:

- More personalized support and impactful relationships between counselors and students
- Shifting focus from intervention to prevention of potential problems before they arise
- Counselors will be able to develop stronger relationships with students and school site staff

Budget: Existing staff resources

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Issue: Los Angeles Unified has limited funding and therefore must ensure that existing Central Office resources are used efficiently to maximize funding to schools. Opportunities have been identified across multiple Central Office areas to remove inefficiencies and save money that can be reinvested into schools. These areas include Facilities, Food Services, Information Technology, Procurement, Transportation and Worker's Compensation.

Los Angeles Unified has also transitioned over 20,000 Medicare-eligible retirees and dependents to a new Medicare Advantage Plan, resulting in \$50 million in annual savings.

- Makes existing dollars go further
- Provides additional funding to schools

Alfonzo Webb, Senior Director / Scott Price, Chief Financial Officer

Budget: Existing staff resources

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Issue: High-need schools and communities are underserved and big opportunity gaps remain. Some schools in underserved communities may begin the school year with several new first-time teachers, vacancies, long-term substitutes and/or temporarily assigned displaced teachers. These vacancies and temporary assignments make it challenging to have a continuity of leadership and staff.

Solution: Provide additional guidance, funding, support and flexibilities to address the persistent opportunity gaps for a group of high-need schools in underserved communities. This may include things such as:

- For 2019-20, two groups of high-need schools in underserved communities will receive additional guidance, funding, support and flexibilities. One group of schools are in Local District South and another group of schools are in Local District West. Each will be overseen by their respective Local District and will receive targeted support from the Central Office.

- Close the opportunity gaps in underserved communities
- Provides different models from which best practices may be shared and utilized to duplicate successful efforts in other underserved communities

Budget: Cost neutral due to reallocation of local district funding; additional supports and resources to be identified

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Issue: Los Angeles Unified, like many school districts across California, struggles with large class sizes. Some classrooms have over 40 students, making it challenging for teachers and educators to provide the learning environment students need.

Solution: Lower class sizes and provide additional nurses, counselors, librarians

- ### Benefits:

- Smaller class sizes to create a better teaching and learning environment
- More resources in high need schools
- More support staff to serve the whole child

Launching Time: Phase I: 07/01/19 - 06/30/21; Phase II: 07/01/21 - 06/30/22

Budget: Phase I: \$175 million for class size reduction of two students, nursing and library services and additional counselors.
Phase II: \$228 million for further class size reduction of two students and additional counselors

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